



*Visions India e-Learning Program*  
*Year 2 Impact Data Assessment*

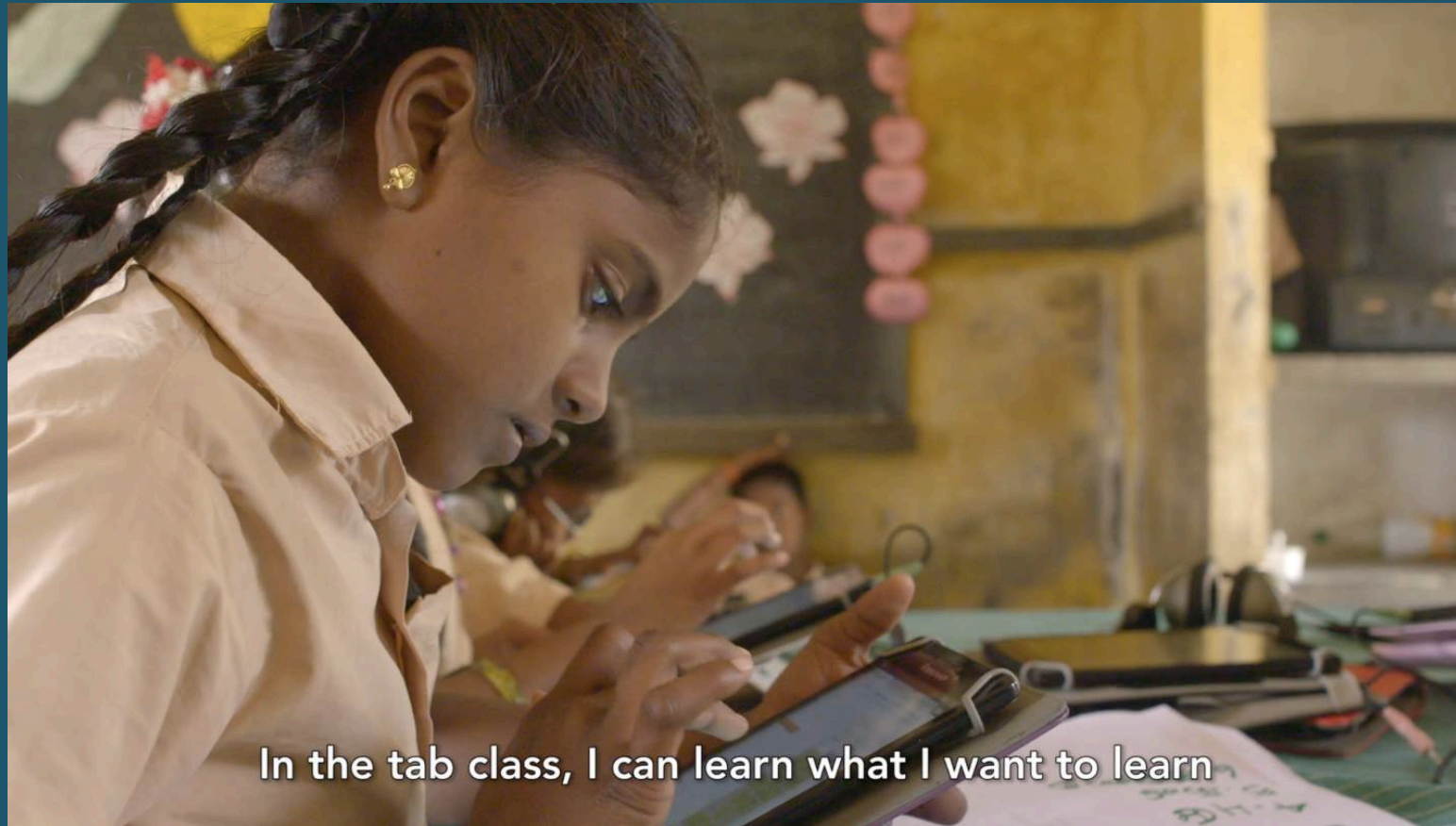
# Objective



To promote technological literacy, improvement of overall academic performance in English & Mathematics, and the development of critical thinking & communication skills for students from impoverished & rural communities.



# *India e-Learning Program Documentary Film*



In the tab class, I can learn what I want to learn

<https://youtu.be/DpFBP0R6zL8>

# *Core Visions India Staff & Team*



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*Founder &  
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**Gregory Buie**

*Executive Director &  
Co-Founder, Visions  
USA*

*President, Visions  
India Advisory Board*

# *Project Goals*

- To improve student understanding and use of technology through developing digital learning skills and exposure to digital content & programs.
- To improve student understanding and achievement in English & Mathematics
- To positively impact student school attendance, behavior, enthusiasm, and overall achievement
- To show students how to access educational resources, either online or offline, to improve their conceptual understanding of subject material in various subjects and to increase their exposure to and understanding of the outside world.
- To increase the accessibility and ease for teachers in utilizing digital learning resources to supplement and facilitate instruction.
- To help shape engaged, informed, connected, and socially conscious youth leaders and global citizens.

# *# of Student Beneficiaries*

**2015 Total Enrollment: 1,329**

**2016 Total Enrollment: 1,764**

**2017 Total Enrollment: 1,856**

**Cumulative Direct Beneficiaries: 3,068 (+ 45 teachers)**

# 2016-2017 Participating Schools

School	Location	Total # of Students
Ramana's Garden School	Rishikesh, Uttarakhand	176
SAWED Radiance School for Tribal and Dalit Children	Dindigul, Tamil Nadu	103
St. John Vianney Primary School	Palliyadi, Tamil Nadu	224
St. Norbert Primary School	Trichy, Tamil Nadu	94
St. Anne's Nursery & Primary School	Maravankudieruppu, Nagercoil, Tamil Nadu	135
Danish Mission Elementary School, Melvalai	Melvalai, Villupuram, Tamil Nadu	168
Danish Mission Elementary School, Pudukuppam	Pudukuppam, Virudhachalam, Tamil Nadu	209
Sparsh Charitable Trust ( <i>After-School Center</i> )	Mumbai, Maharashtra	600
Sakhi for Girls' Education ( <i>After-School Center for Slum Dwellers</i> )	Mumbai, Maharashtra	55
<b>TOTAL</b>		<b>1,764</b>

# 2017-2018 Participating Schools

School	Location	Total # of Students
Ramana's Garden School	Rishikesh, Uttarakhand	176
Bharat Heavy Electrical Limited (BHEL) School	Kailasapuram, Trichy, Tamil Nadu	318
St. John Vianney Primary School	Palliyadi, Tamil Nadu	199
St. Norbert Primary School	Trichy, Tamil Nadu	103
St. Anne's Nursery & Primary School	Maravankudieruppu, Nagercoil, Tamil Nadu	166
Danish Mission Elementary School, Melvalai	Melvalai, Villupuram, Tamil Nadu	144
Network of 6 After-School Visions "Youth Learning & Empowerment Centres (YLECs)"	Tiruvannamalai, Tamil Nadu	150
Sparsha Charitable Trust ( <i>After-School Center</i> )	Mumbai, Maharashtra	600
<b>TOTAL</b>		<b>1,856</b>

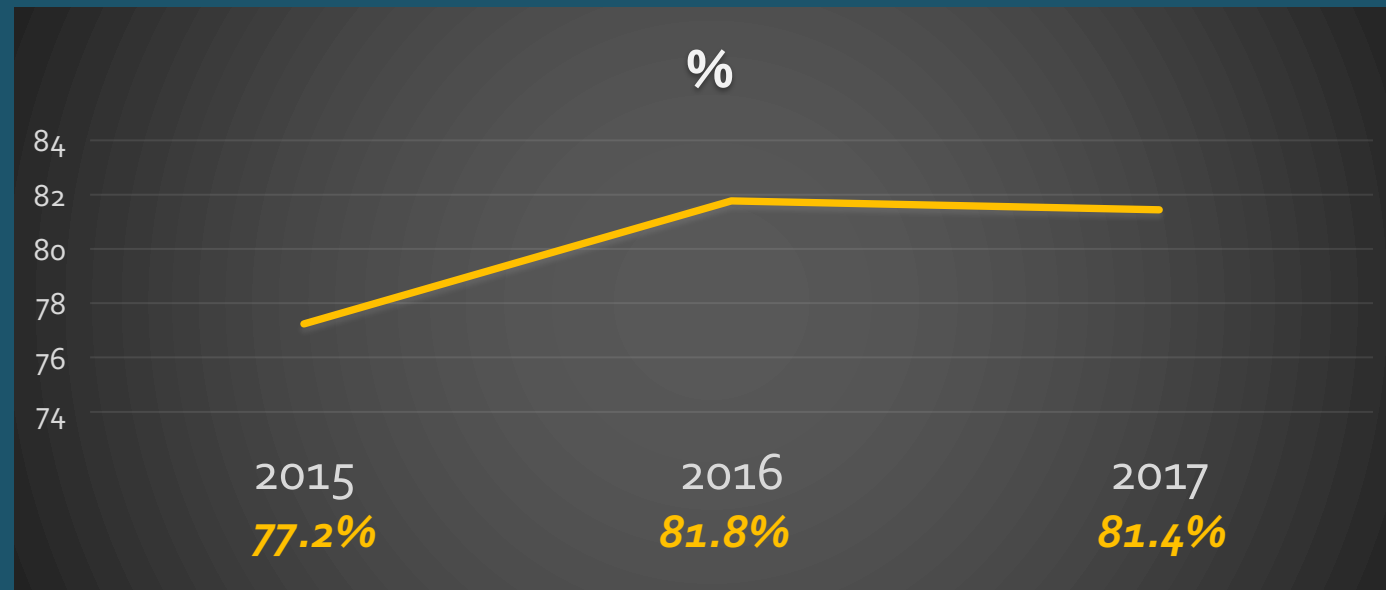


# Average Individual Student Achievement Impact: **ENGLISH**

## +4.2%

*\*since inception*

*\*\*data reflective of 6 Tamil Nadu schools only*

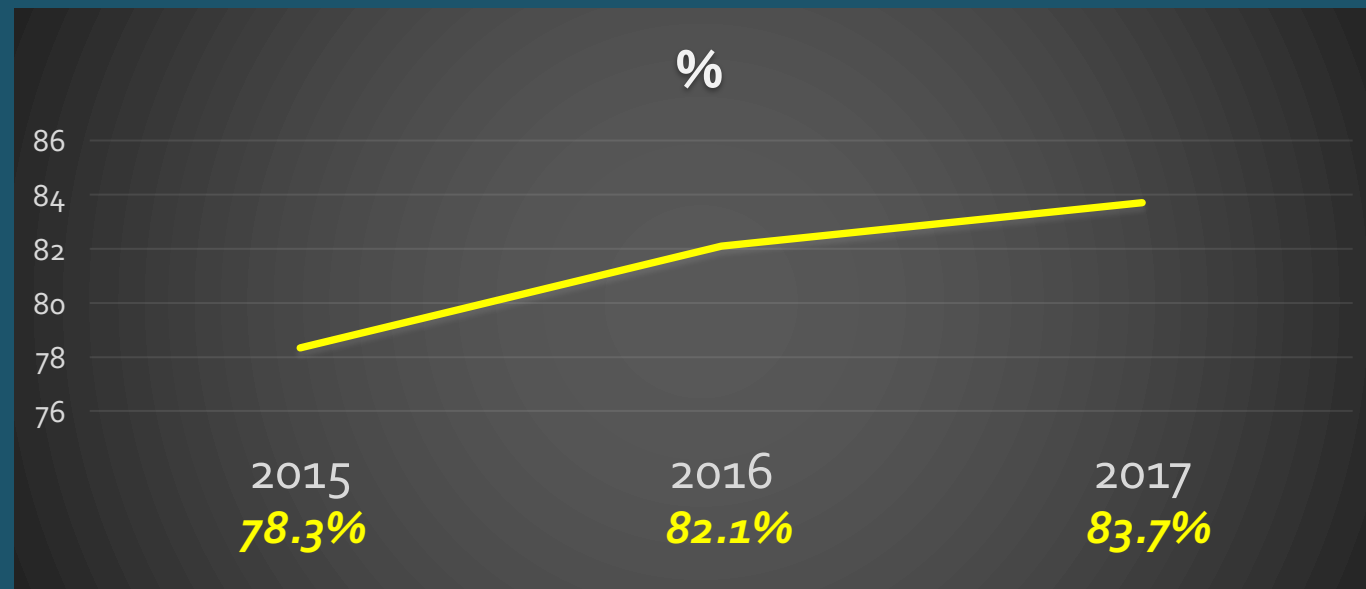


# Average Individual Student Achievement Impact: **MATH**

## +5.4%

*\*since inception*

*\*\*data reflective of 6 Tamil Nadu schools only*

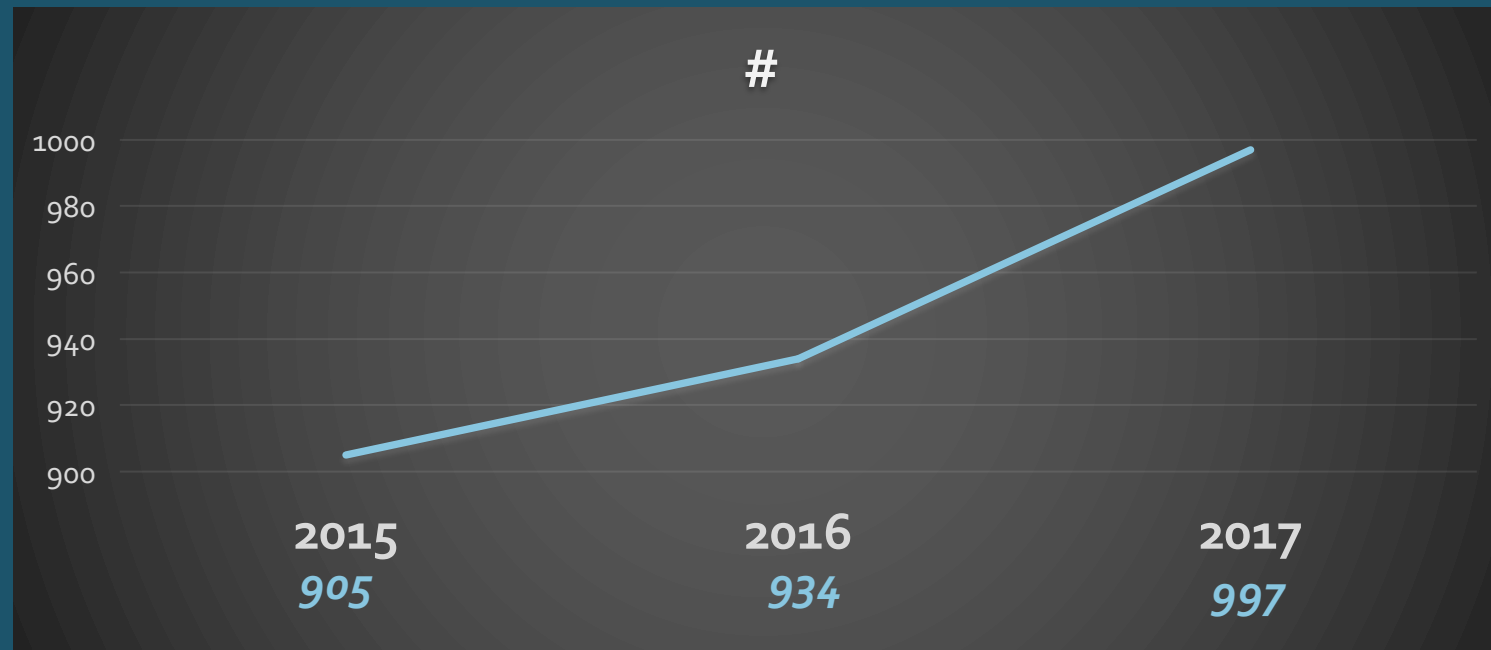


# Total Increase in School Enrollment

# +10.2%

*\*since inception*

*\*\*data reflective of 6 Tamil Nadu schools only*



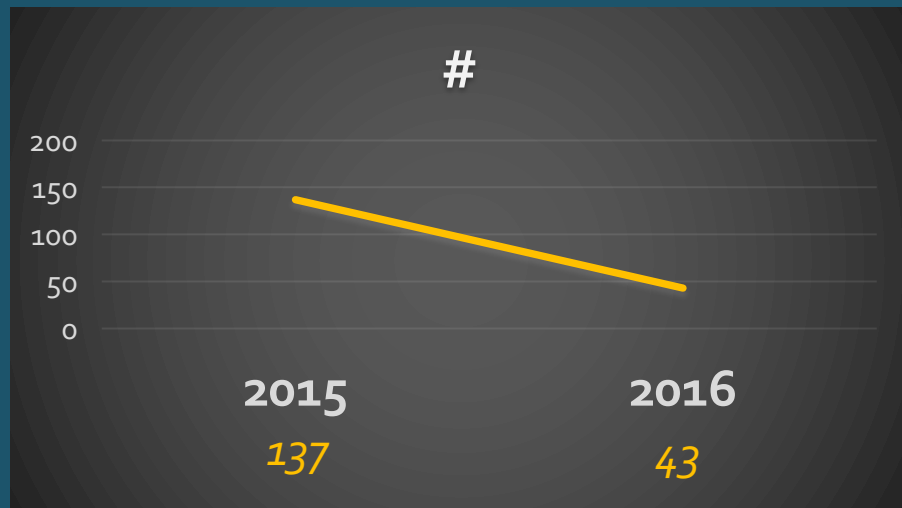
# Total Reduction in Students Labeled as “Slow Learners”

Year 1:

-69%

*\*covers period from beginning of year to end of year*

*\*\*data reflective of 6 Tamil Nadu schools only*

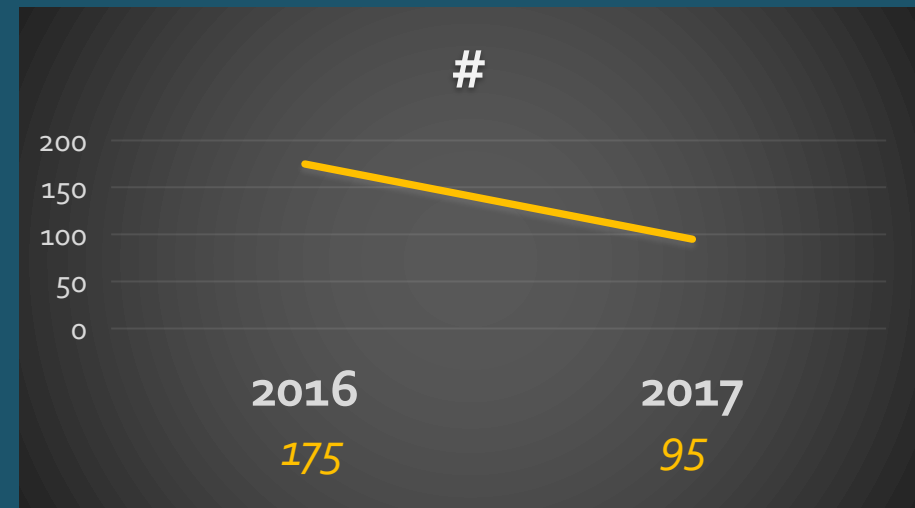


Year 2:

-54%

*\*covers period from beginning of year to end of year*

*\*\*data reflective of 6 Tamil Nadu schools only*





# *Defining “Slow Learner”*

Teachers identify “slow learners” in Grades 3-5 based on four broad criteria:

- Any student who is not able to read words without reading aloud each letter
- Any student who is not able to write basic words
- Any student who is not able to repeat their multiplication tables (1-10)
- Any student who is not able to do 1-digit and 2-digit addition and subtraction using sharing and borrowing techniques.

Teachers identify “slow learners” in Grades 1-2 based on three broad criteria:

- Any student who is not able to sing / recite children’s rhymes
- Any student who is not able to repeat their alphabets in English and Tamil
- Any student who is not able to count or say their numbers (from 1-100)

\* Additionally, any student flagged for other major shortcomings based on his/her teachers’ observations, which would fall into the “unsatisfactory” or “well below average” category, can be marked as a “slow learner” as well

# *Total Reduction in Rate of Student Absenteeism*

**-70.2%**

*\*Year 1 data only; Year 2 data not available*

*\*\*data reflective of 6 Tamil Nadu schools only*

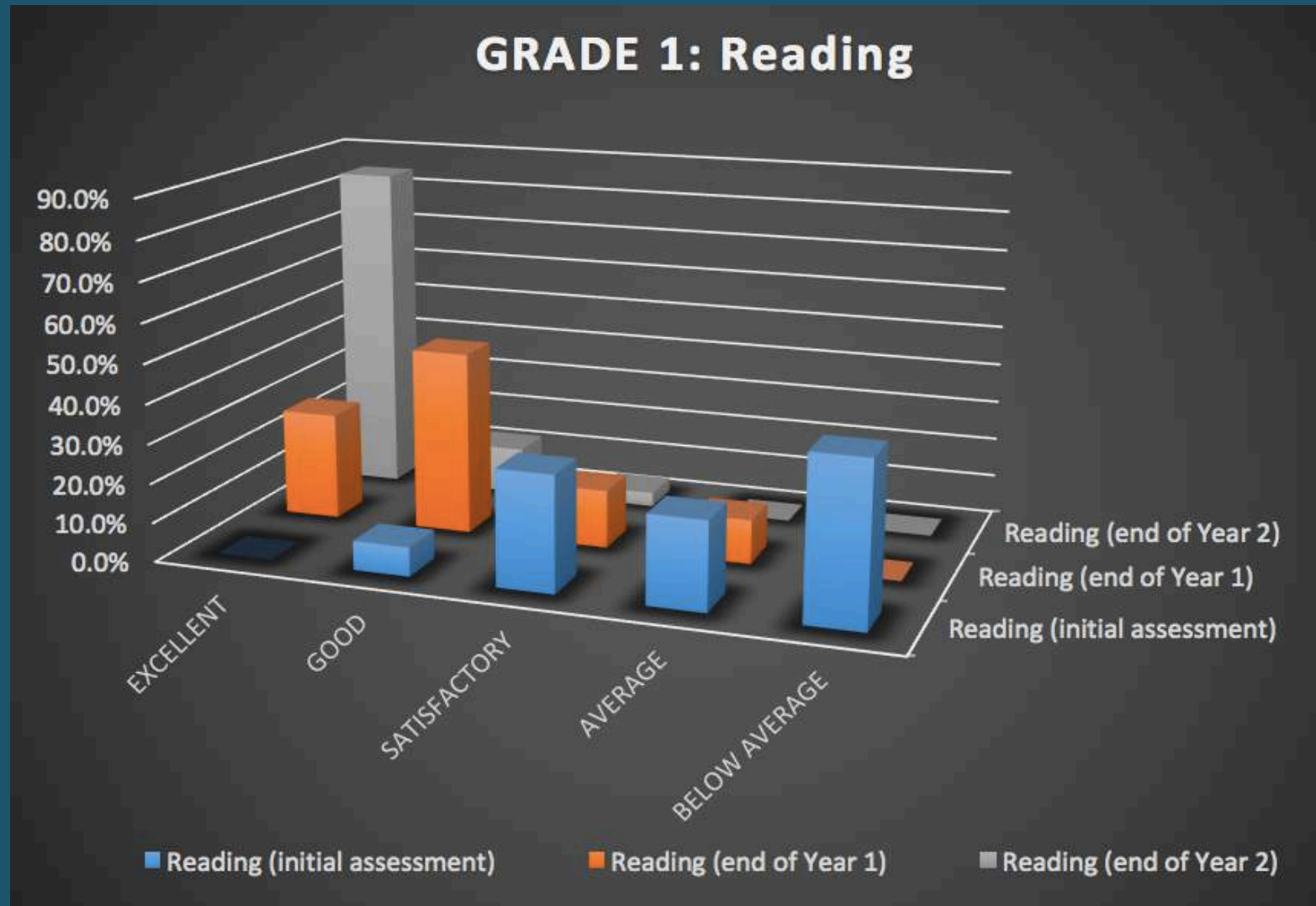
# *Qualitative Assessment Data of 4 Core Subject Areas:*

Reading  
Writing  
Communication  
Analytical Thinking

*\*Data presented as % breakdown of total students per grade level*

# Grade 1: Reading

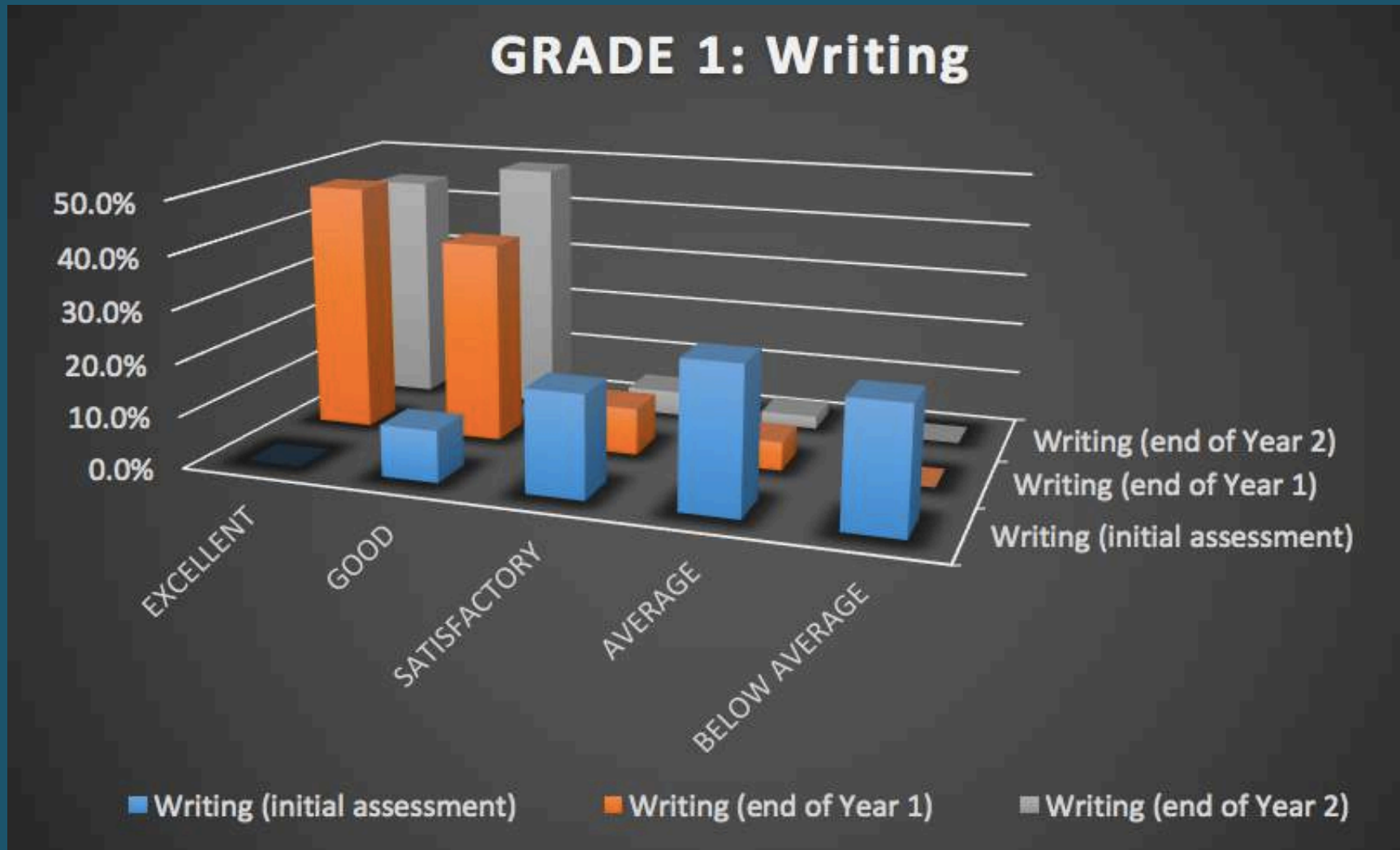
## 4 Core Subject Areas Assessment





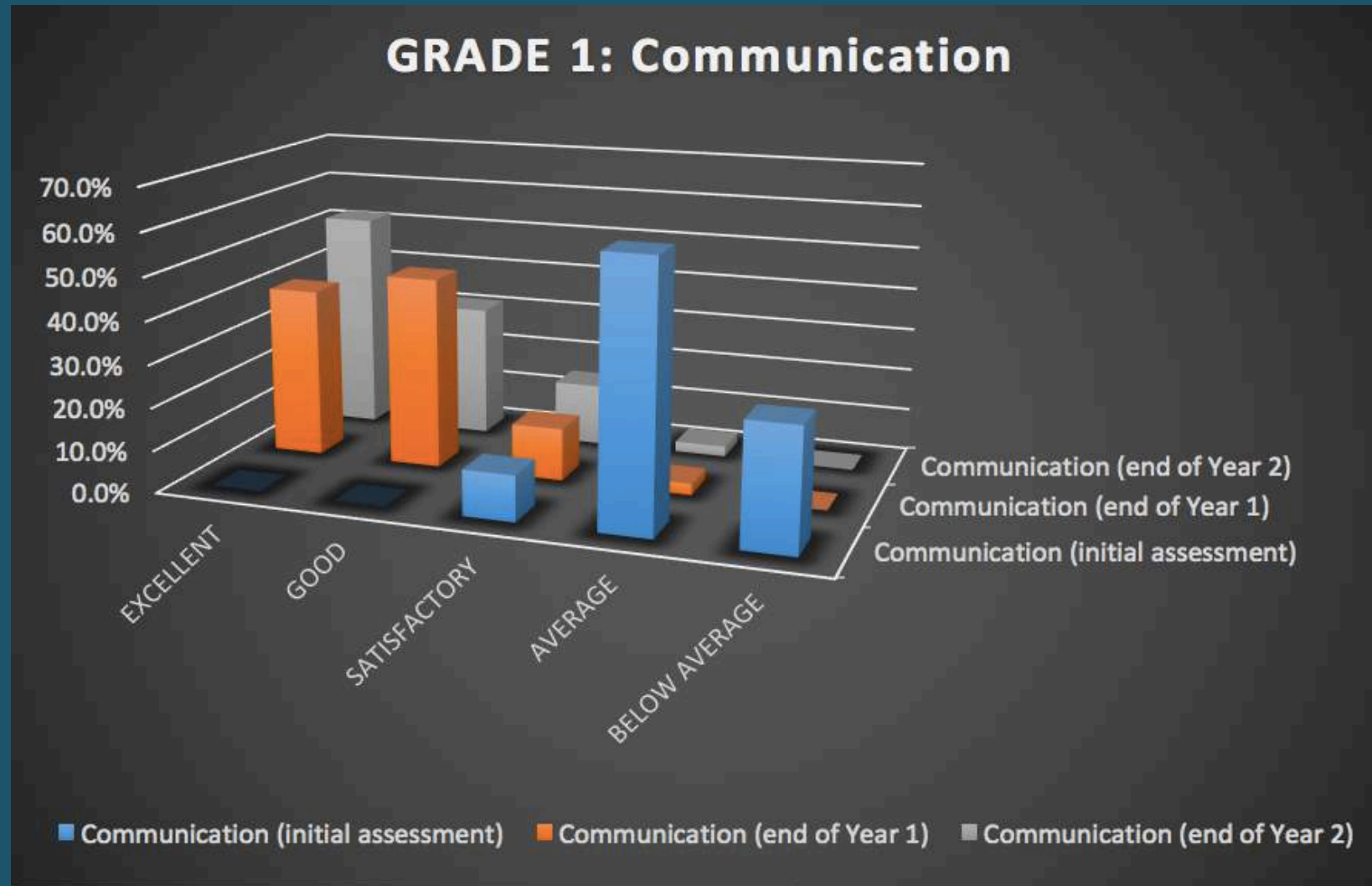
# Grade 1: Writing

## 4 Core Subject Areas Assessment



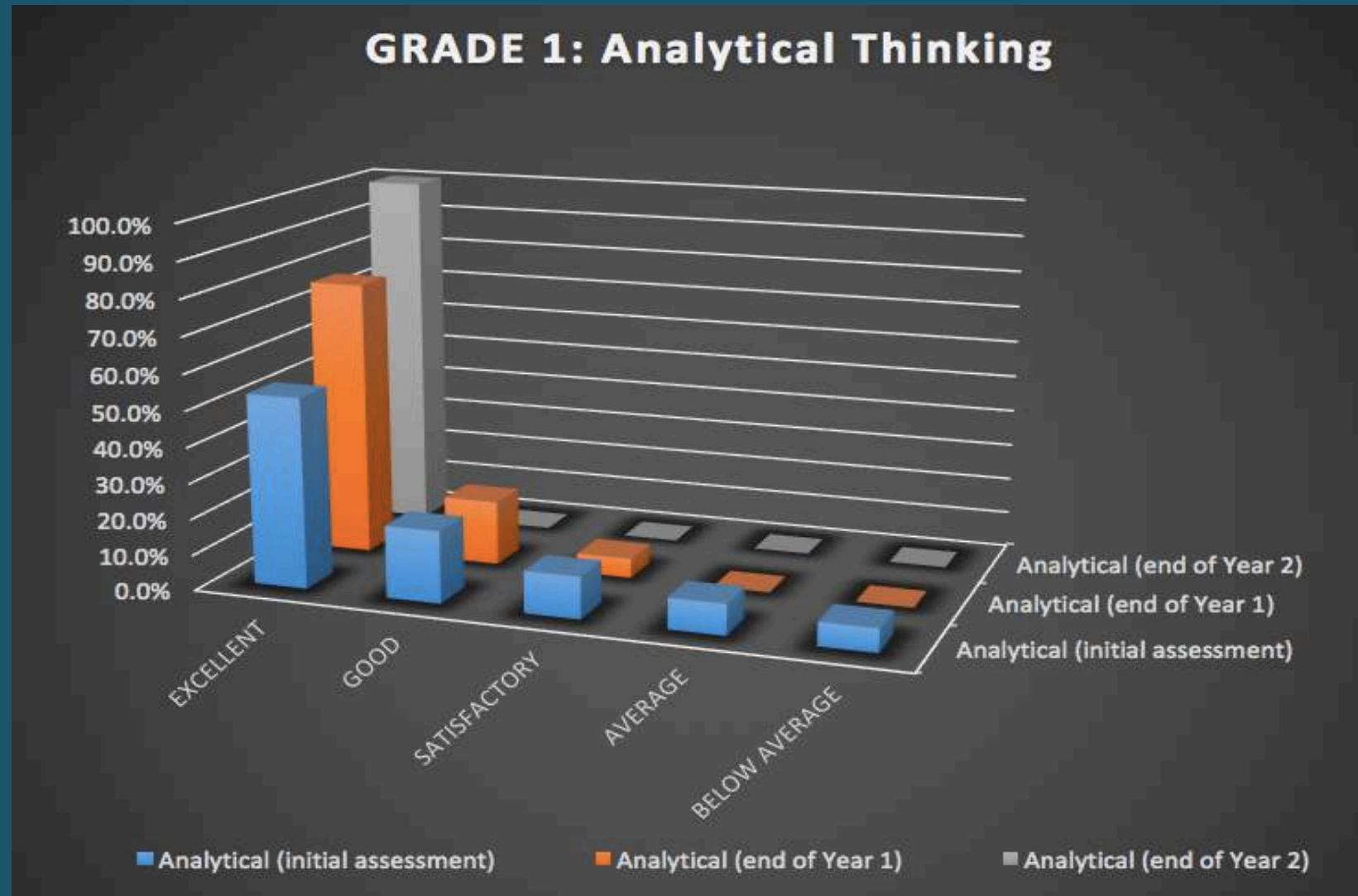
# Grade 1: Communication

## 4 Core Subject Areas Assessment



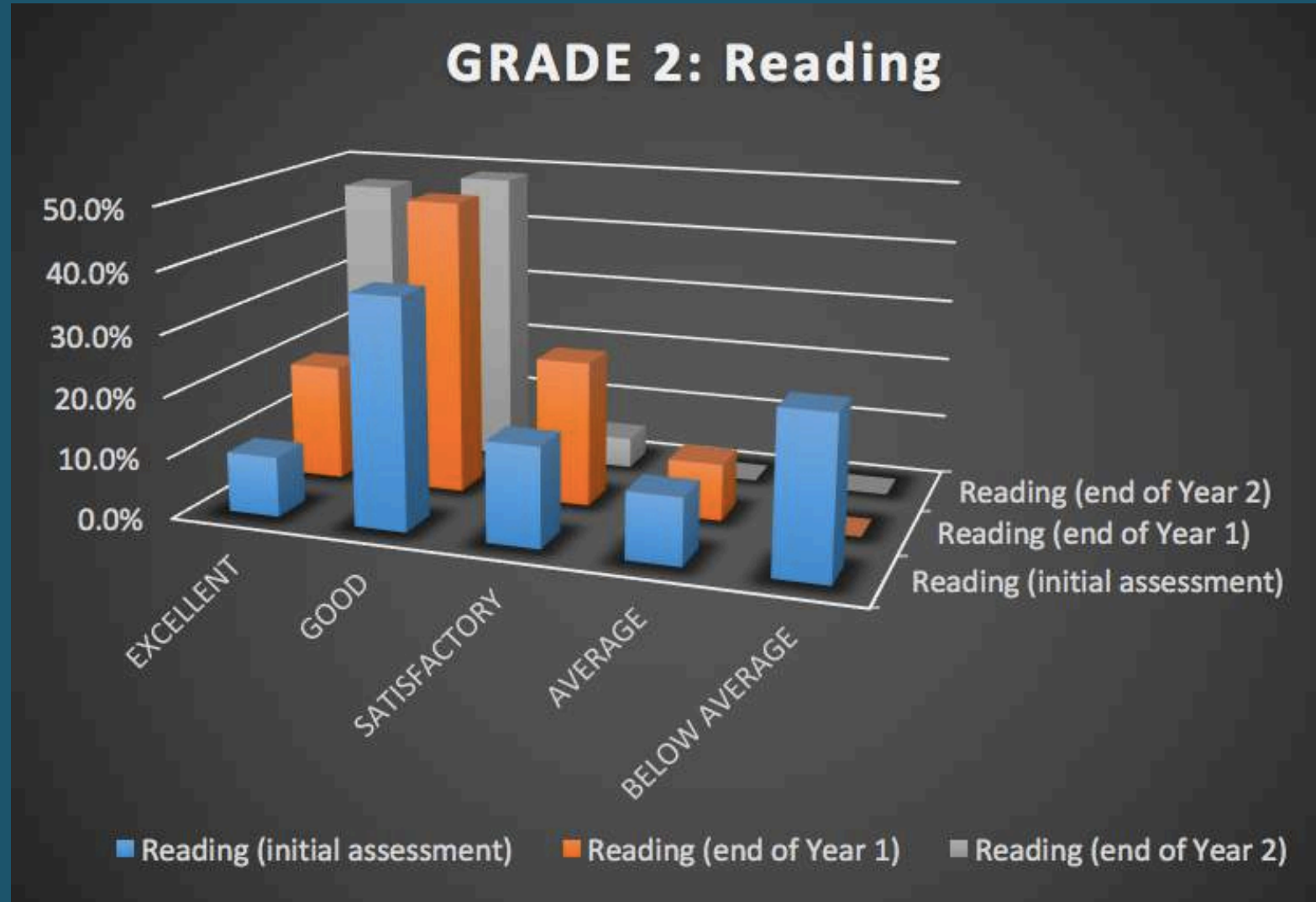
# Grade 1: Analytical Thinking

## 4 Core Subject Areas Assessment



# Grade 2: Reading

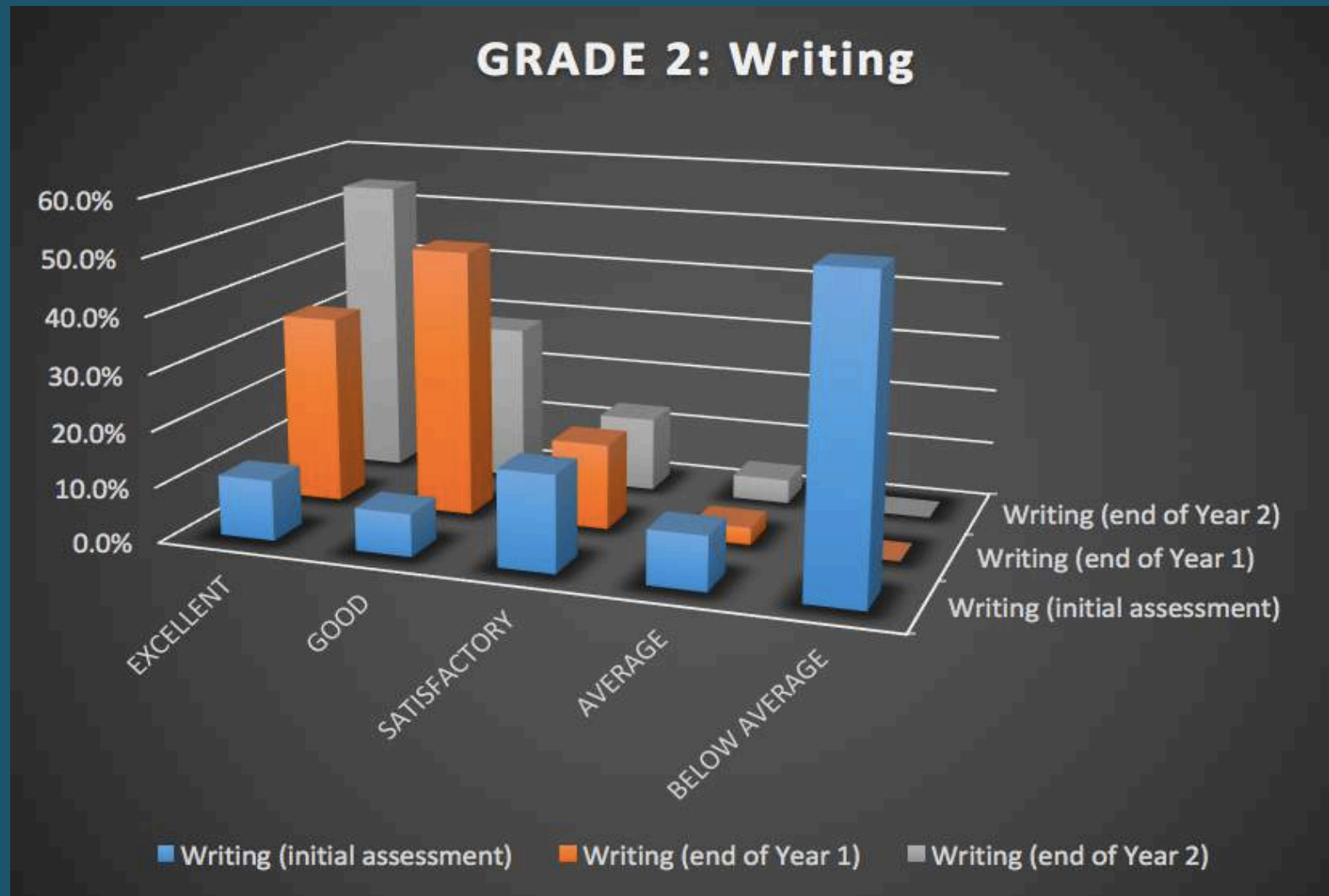
## 4 Core Subject Areas Assessment





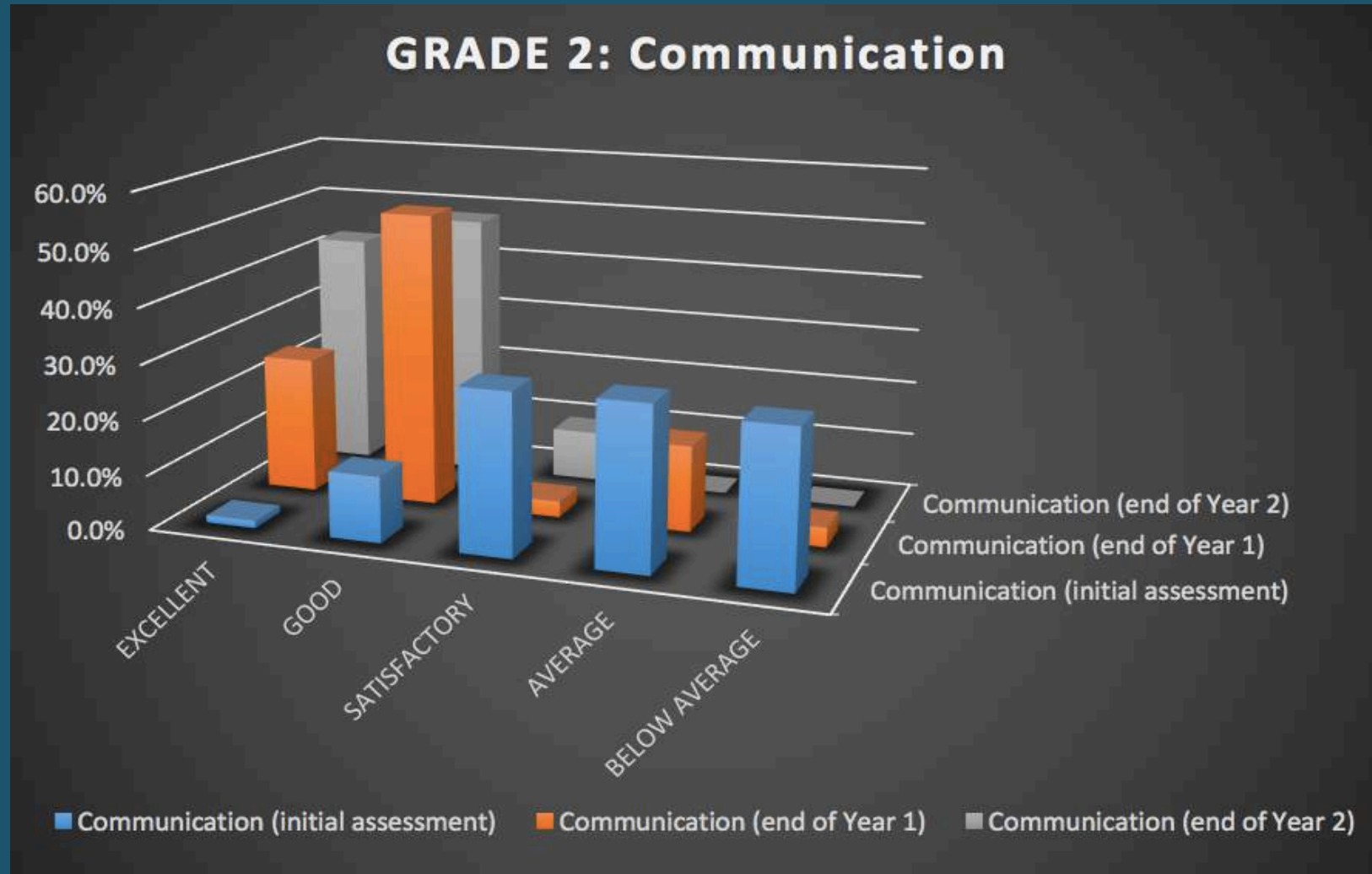
# Grade 2: Writing

## 4 Core Subject Areas Assessment



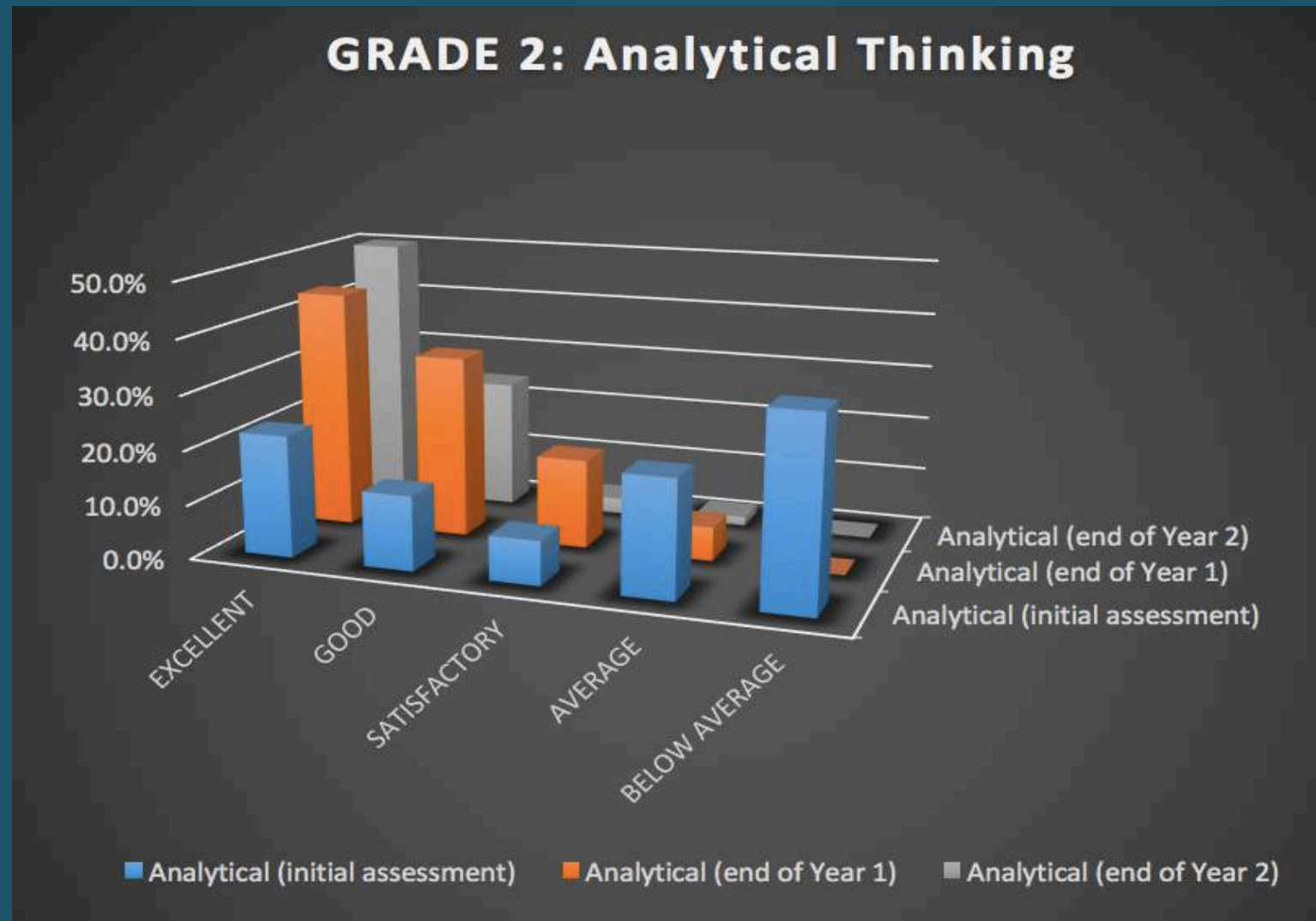
# Grade 2: Communication

## 4 Core Subject Areas Assessment



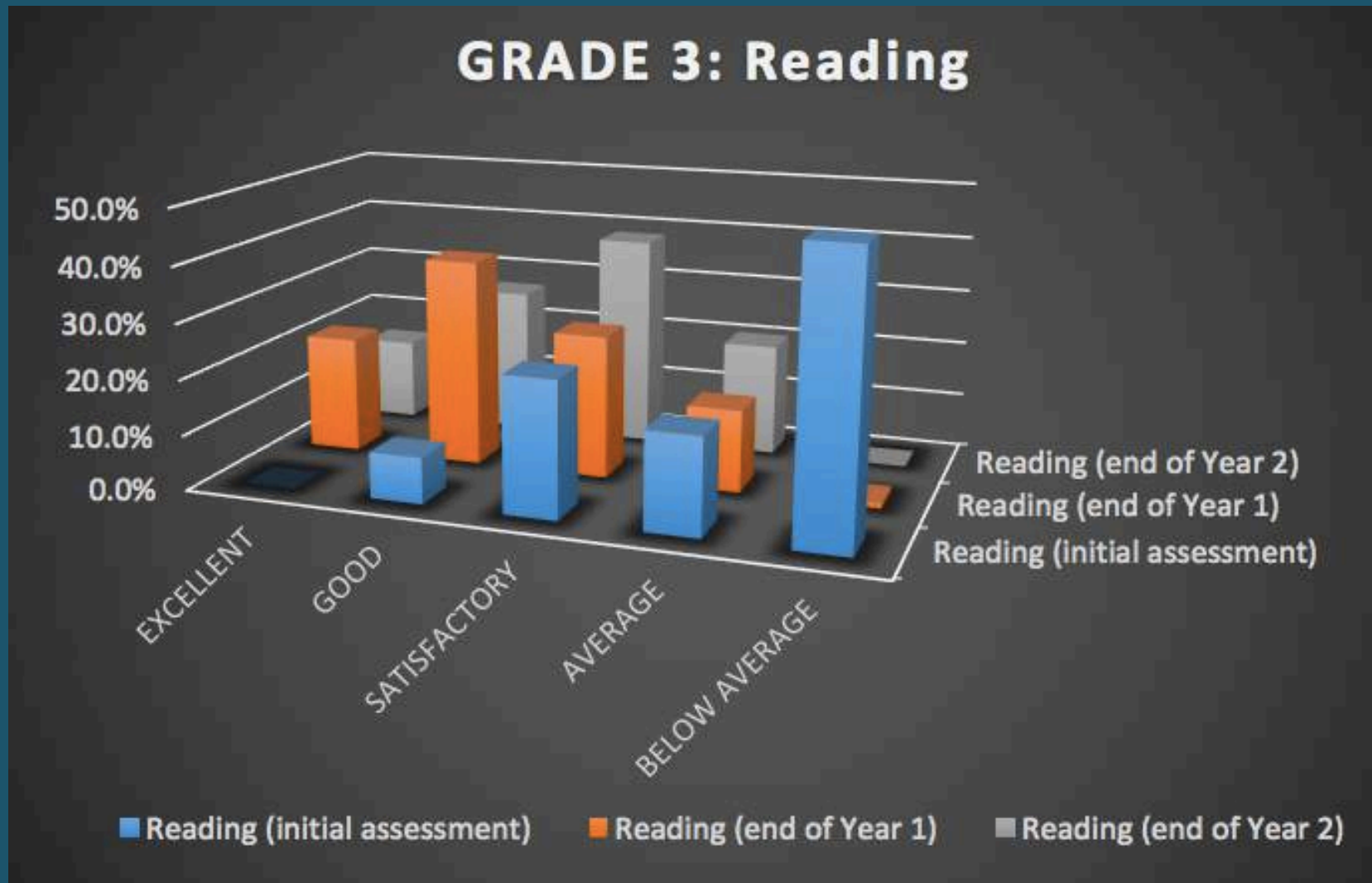
# Grade 2: Analytical Thinking

## 4 Core Subject Areas Assessment



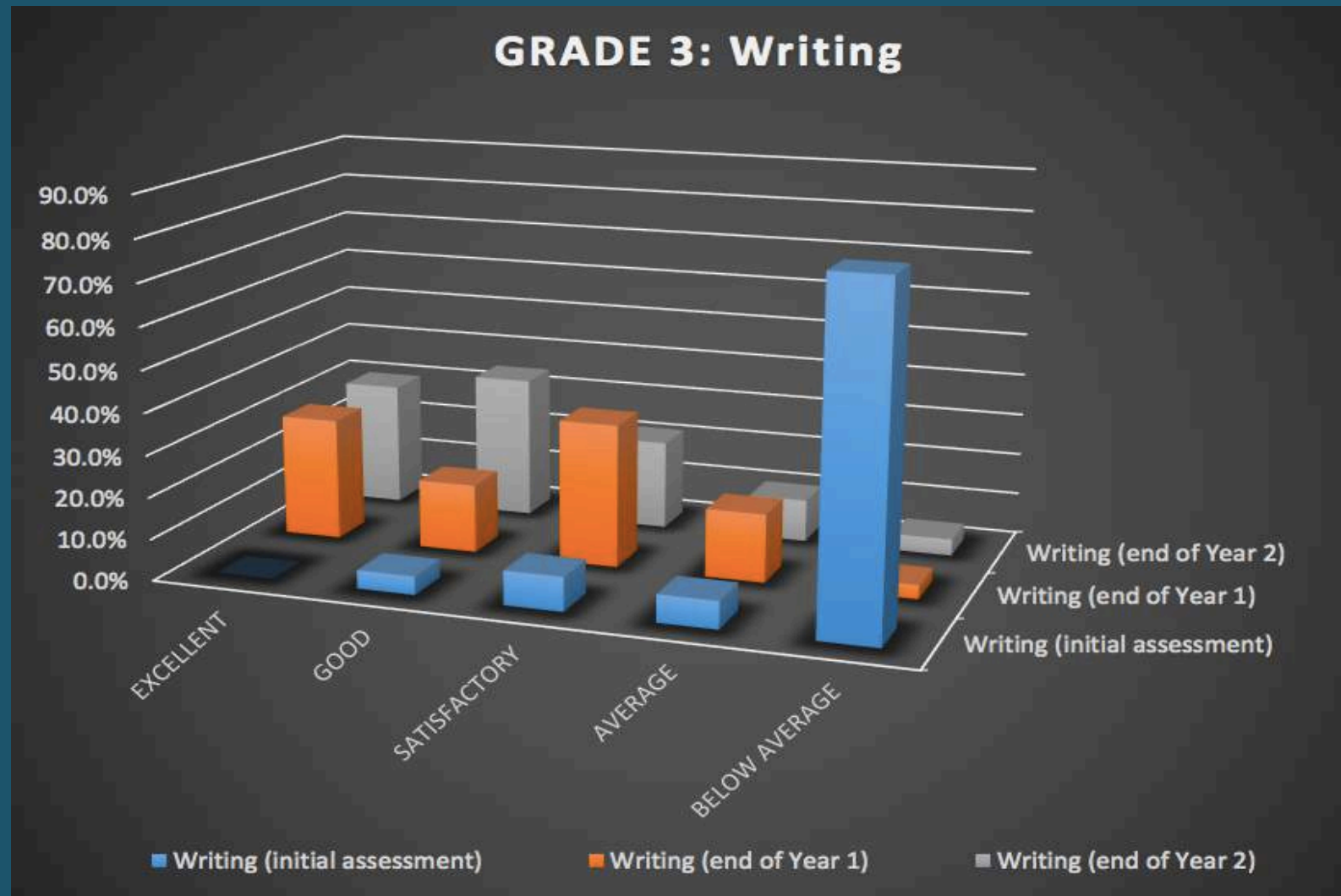
# Grade 3: Reading

## 4 Core Subject Areas Assessment



# Grade 3: Writing

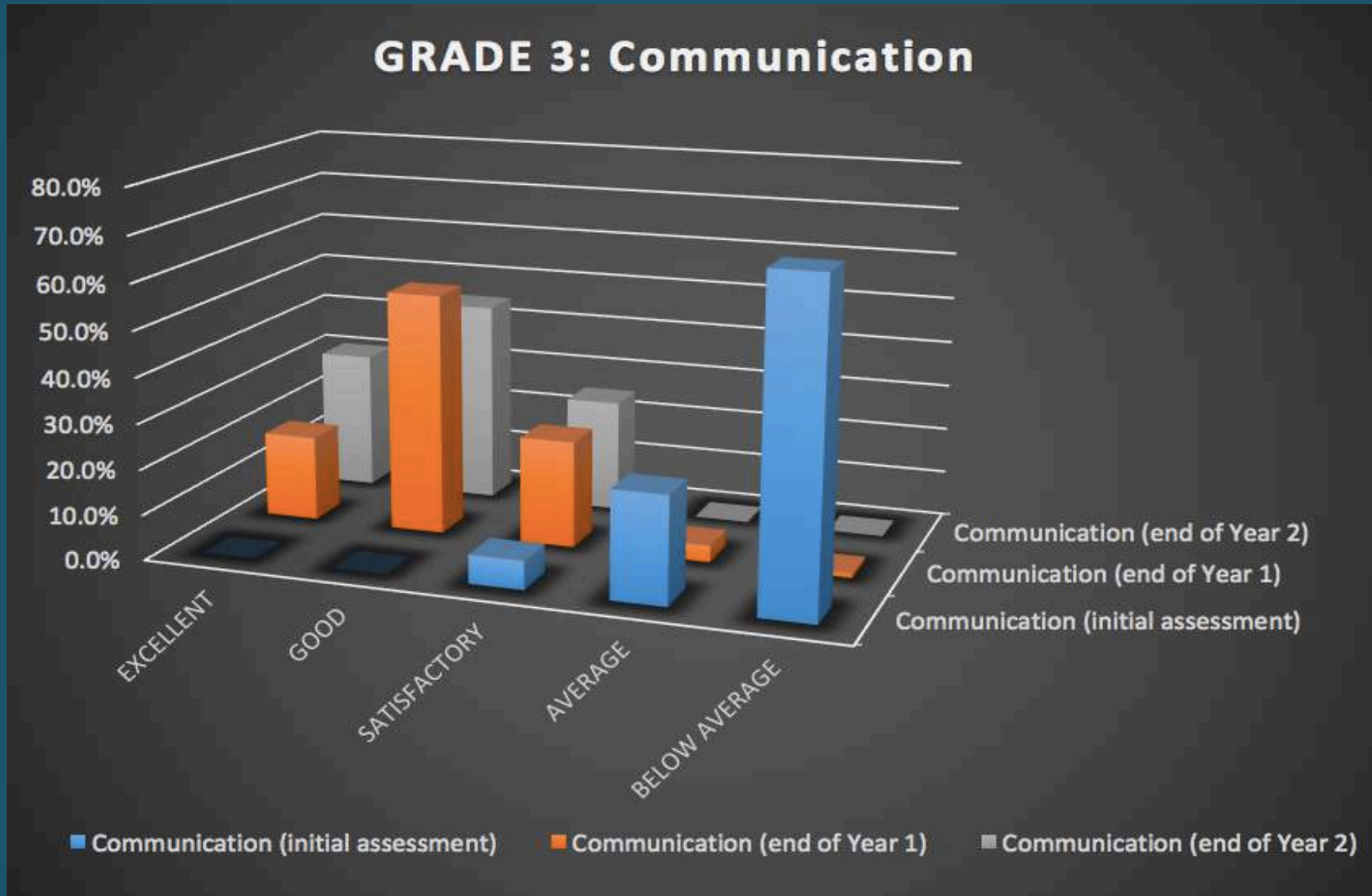
## 4 Core Subject Areas Assessment





# Grade 3: Communication

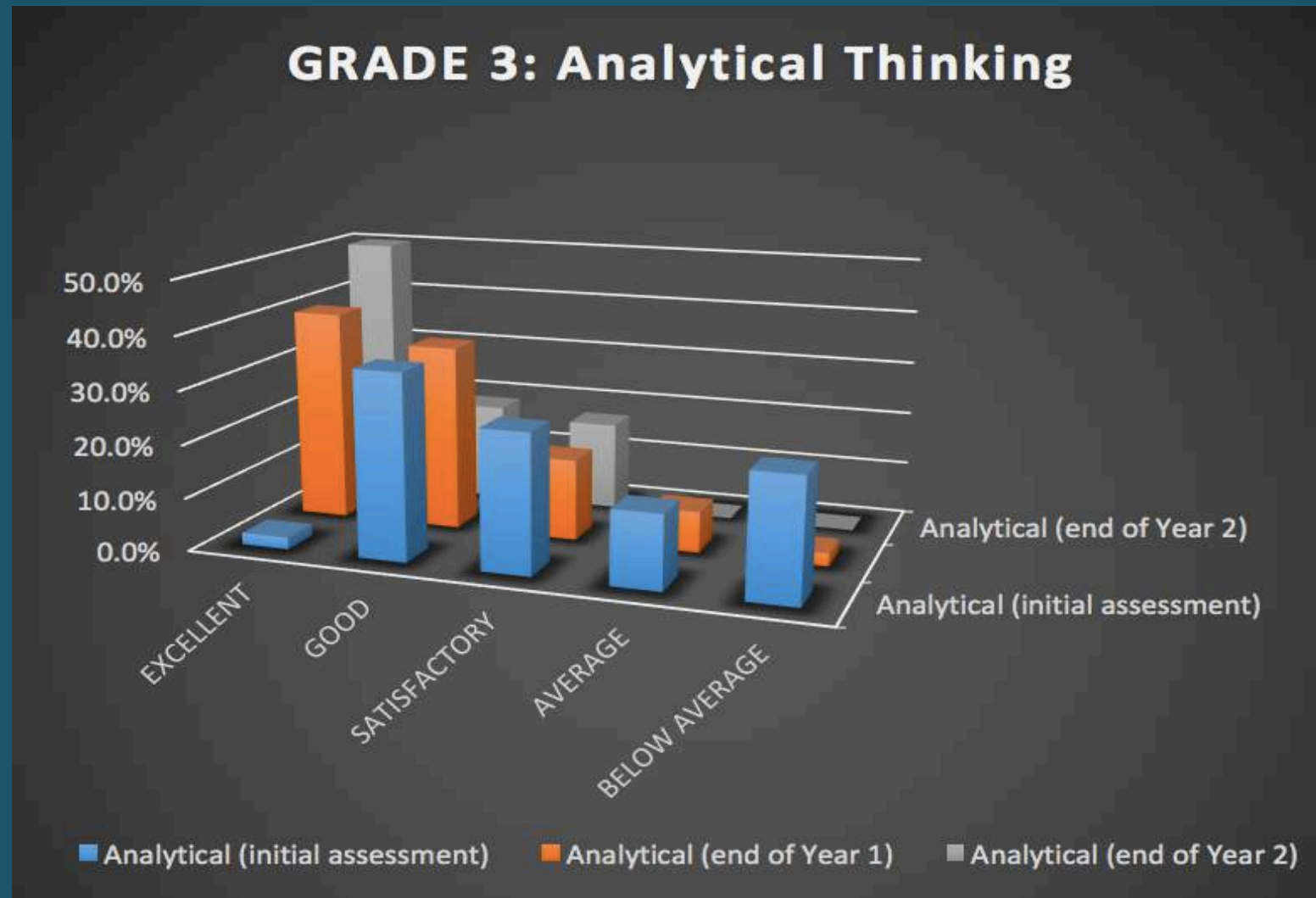
## 4 Core Subject Areas Assessment





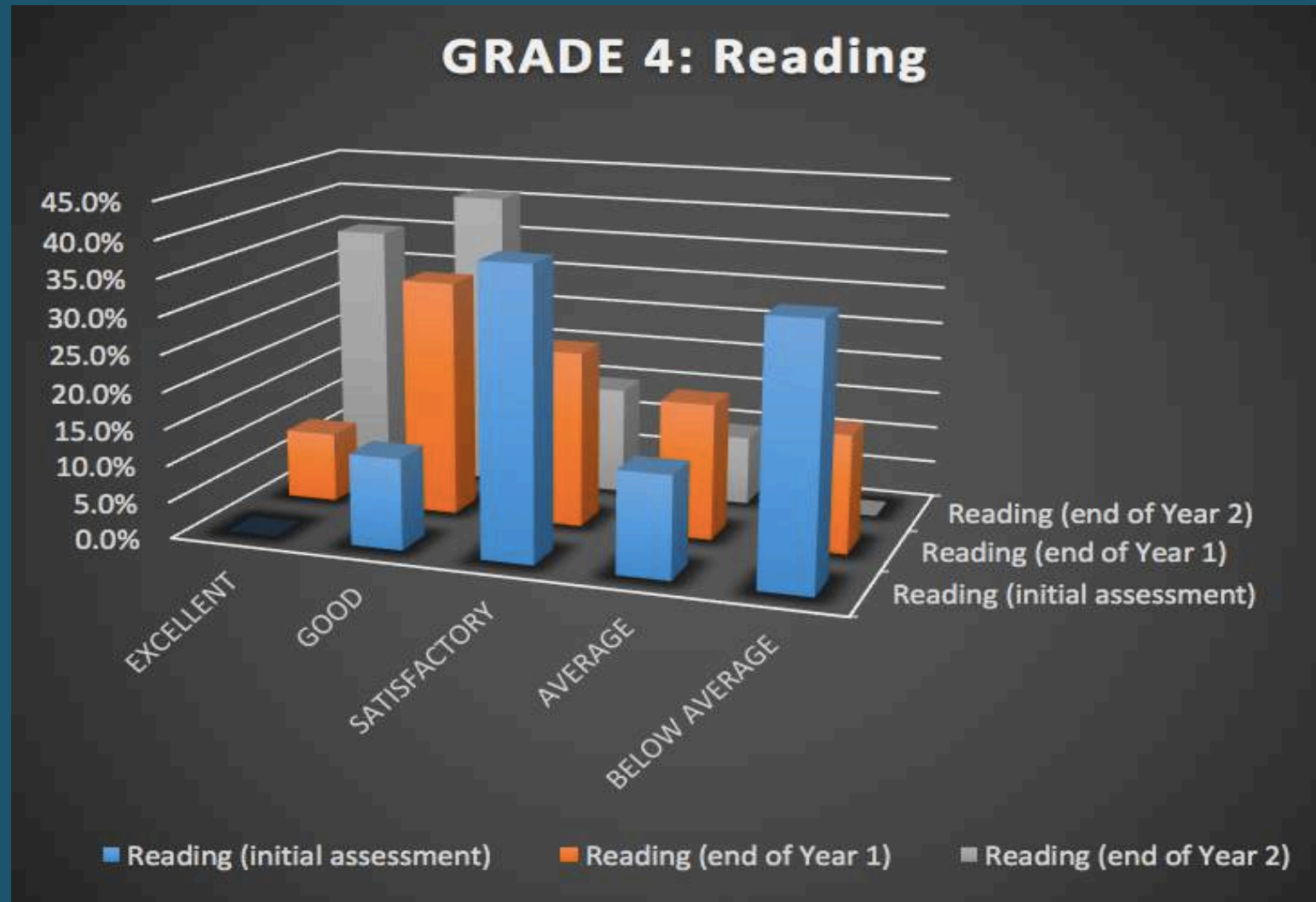
# Grade 3: Analytical Thinking

## 4 Core Subject Areas Assessment



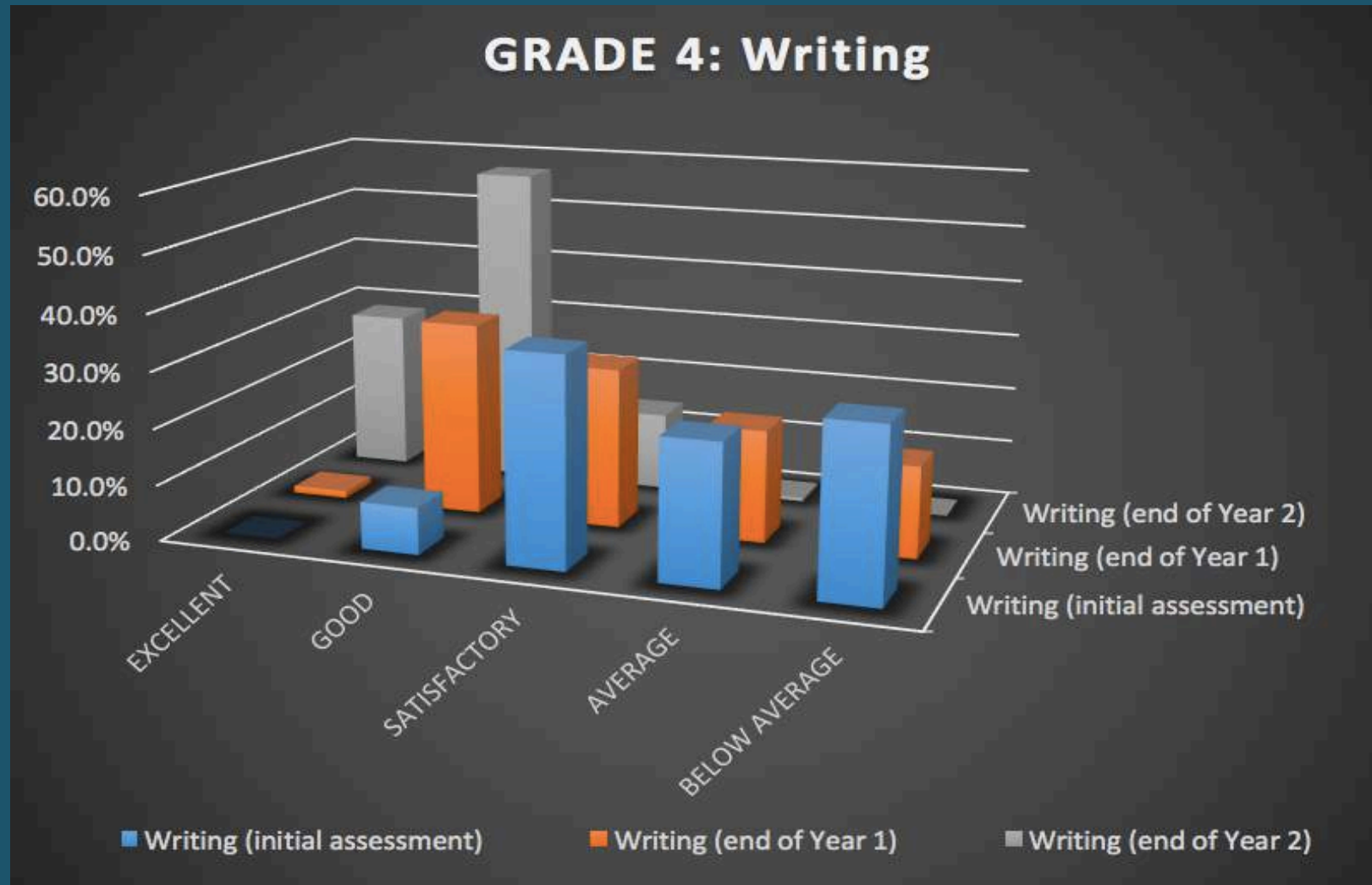
# Grade 4: Reading

## 4 Core Subject Areas Assessment



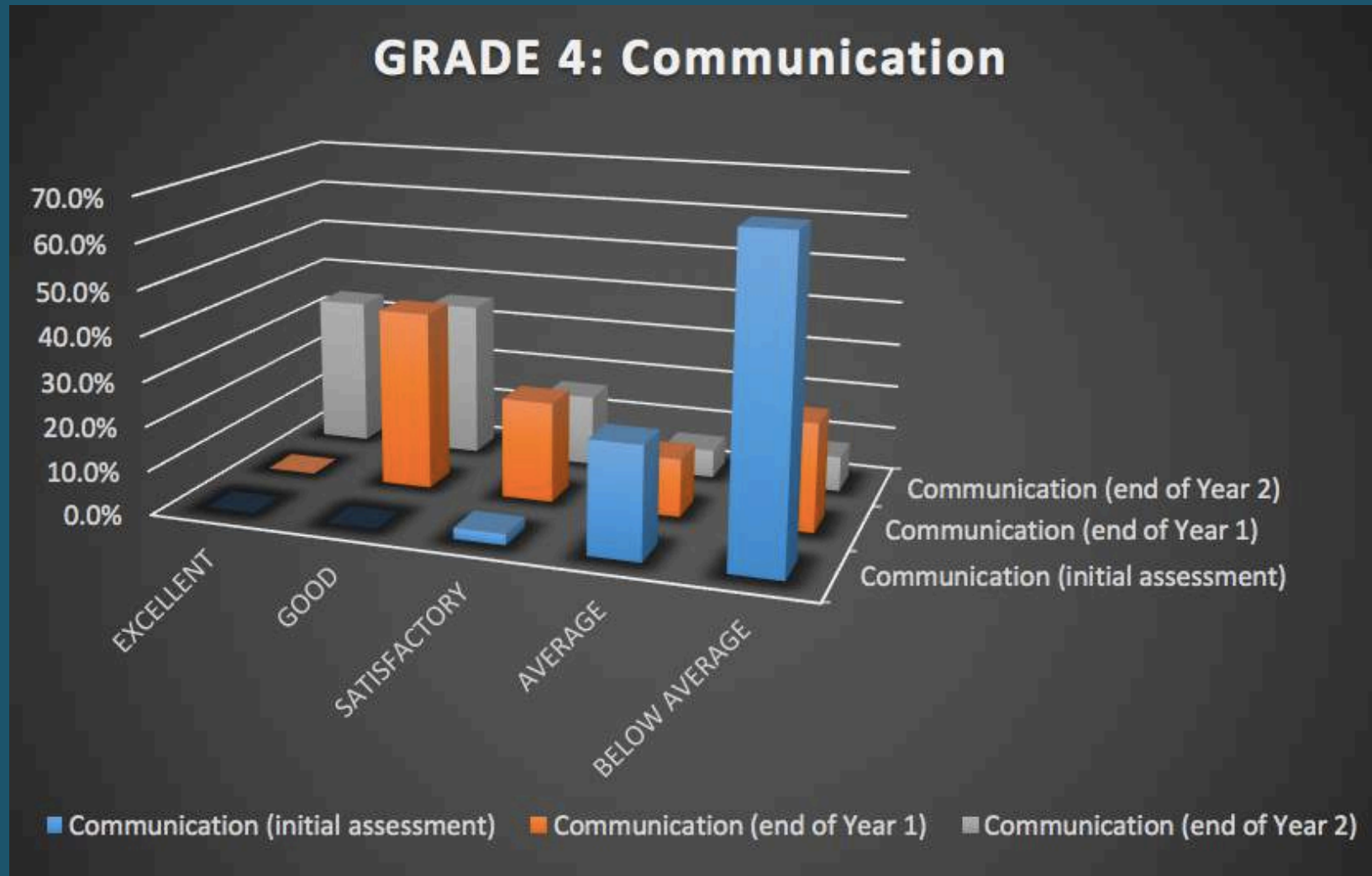
# Grade 4: Writing

## 4 Core Subject Areas Assessment



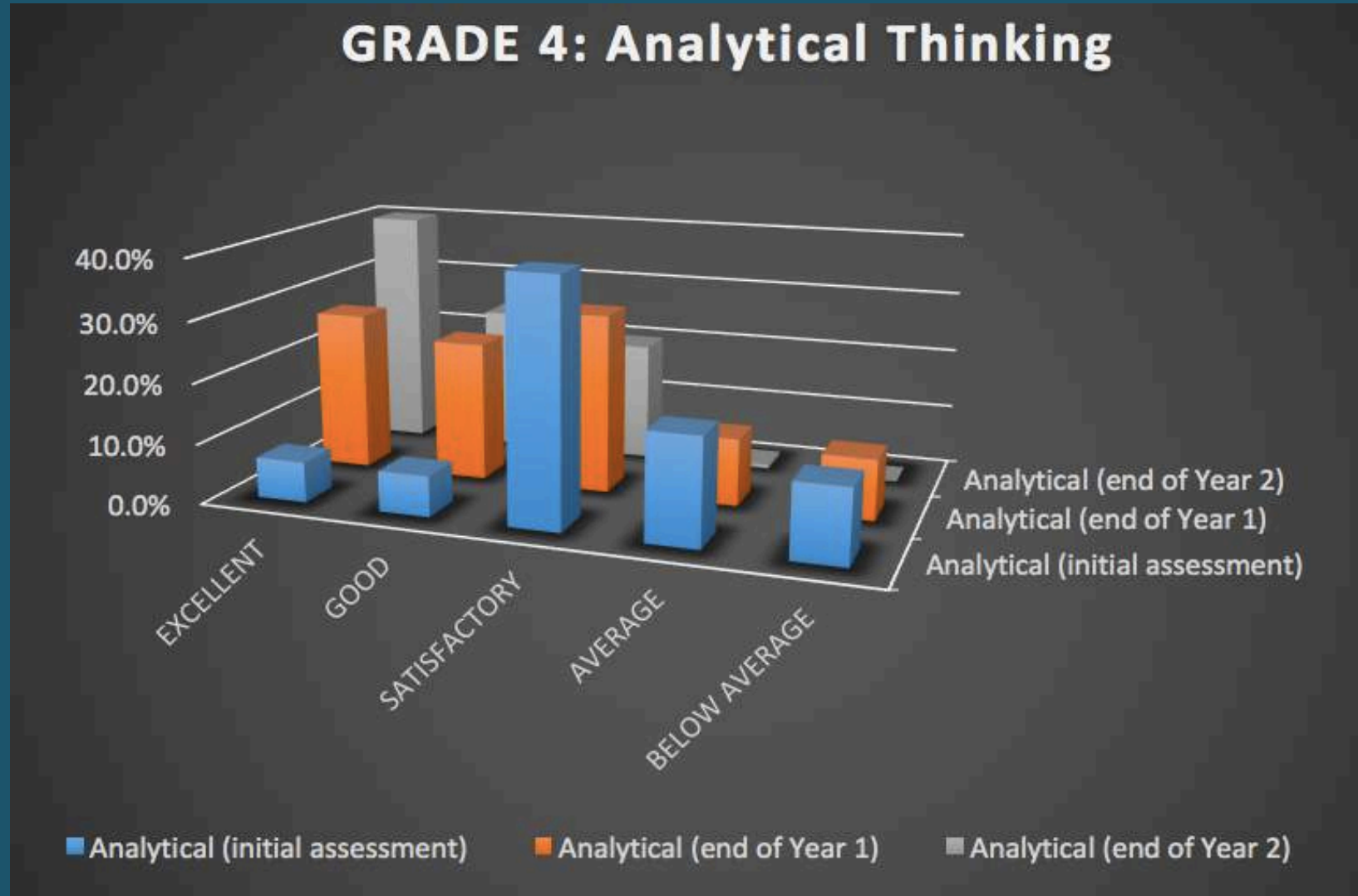
# Grade 4: Communication

## 4 Core Subject Areas Assessment



# Grade 4: Analytical Thinking

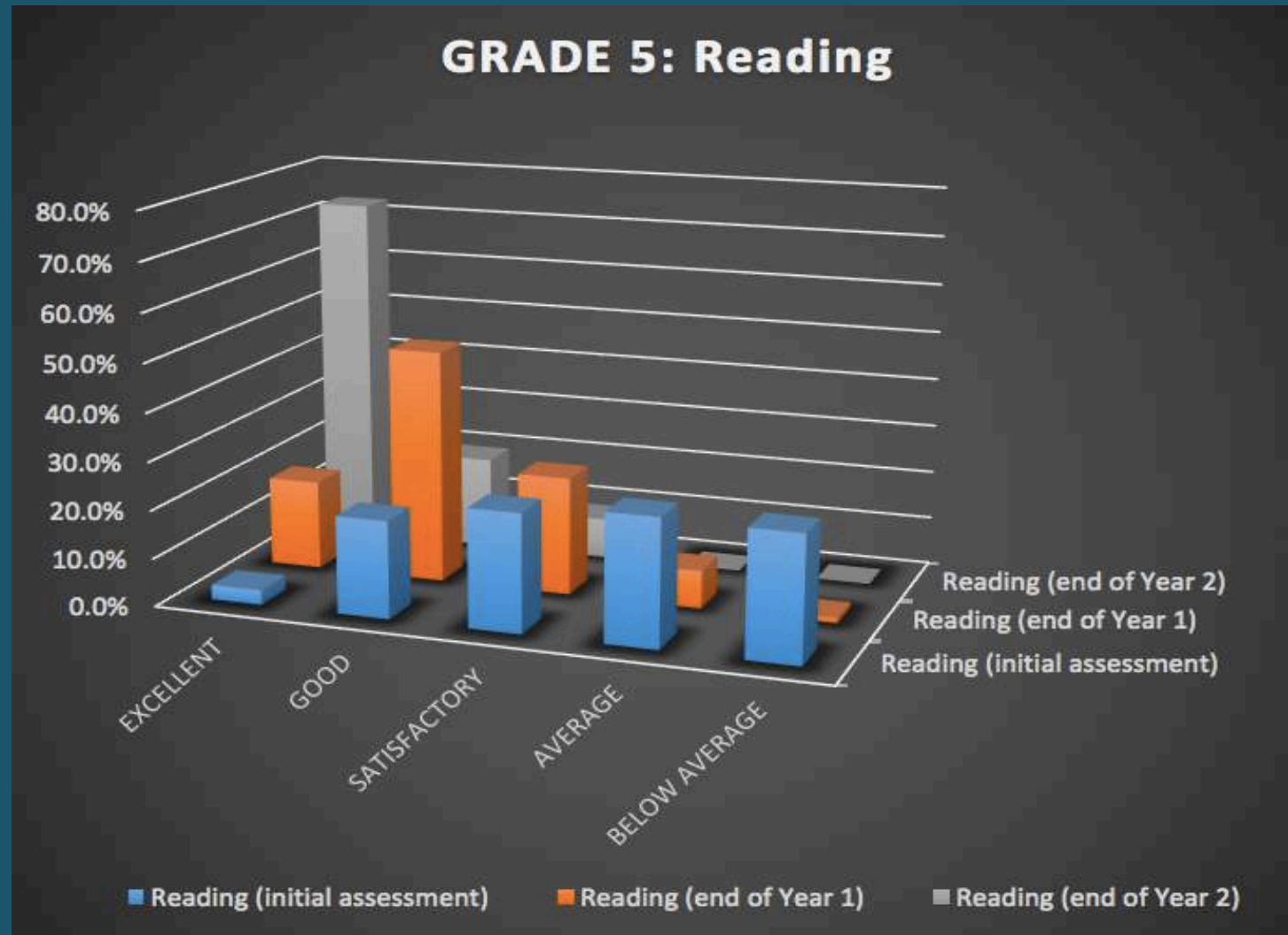
## 4 Core Subject Areas Assessment





# Grade 5: Reading

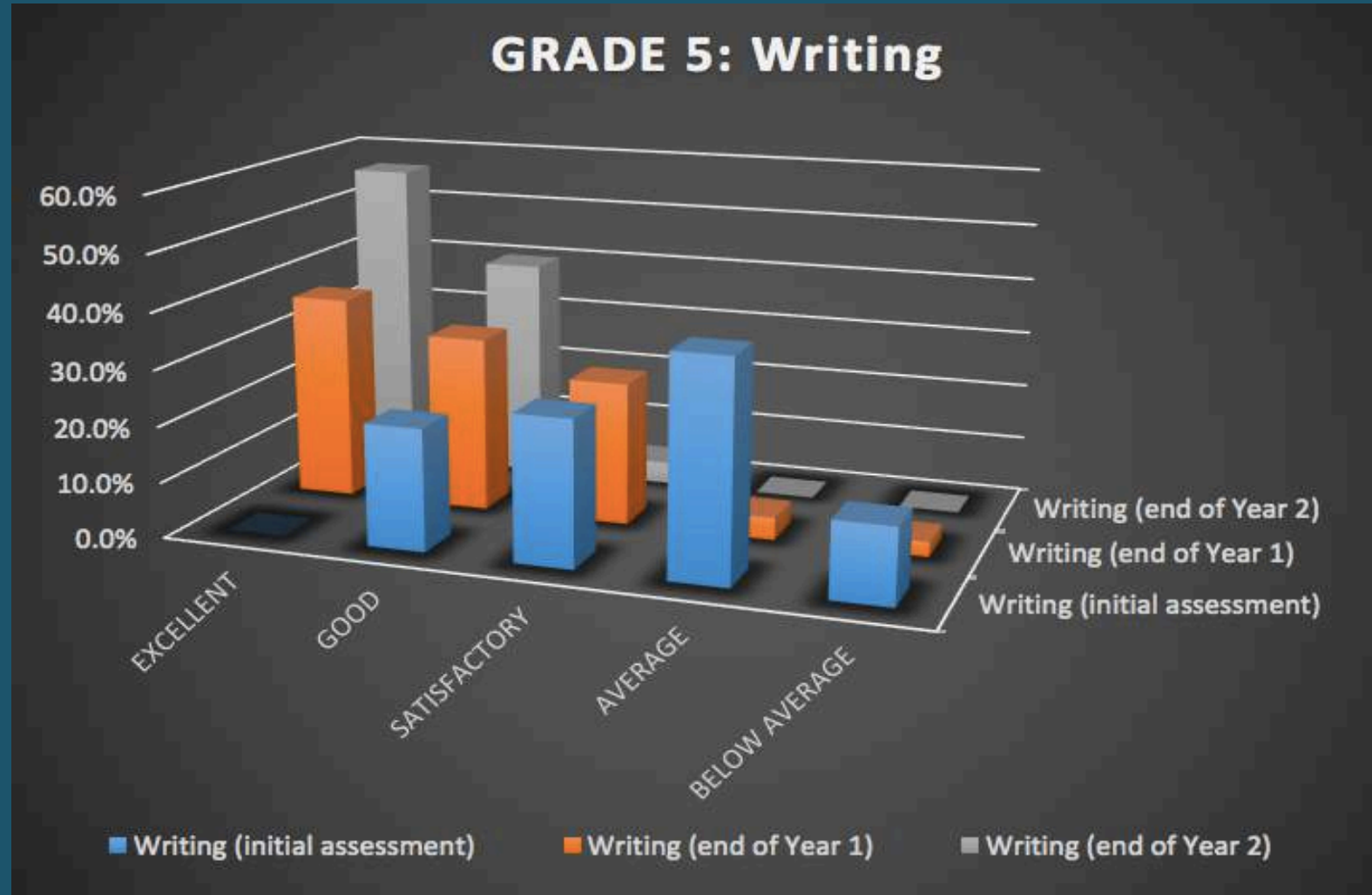
## 4 Core Subject Areas Assessment





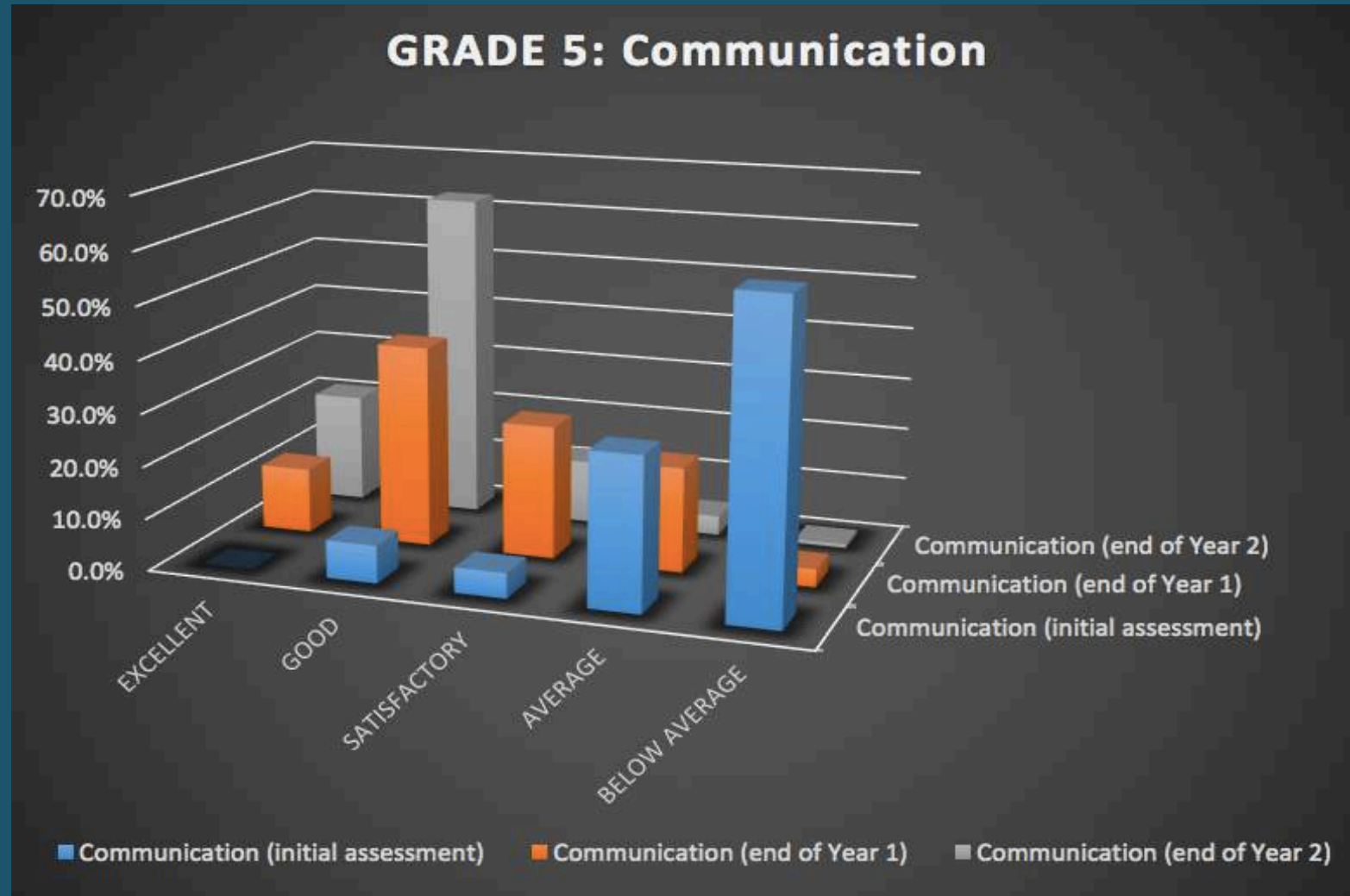
# Grade 5: Writing

## 4 Core Subject Areas Assessment



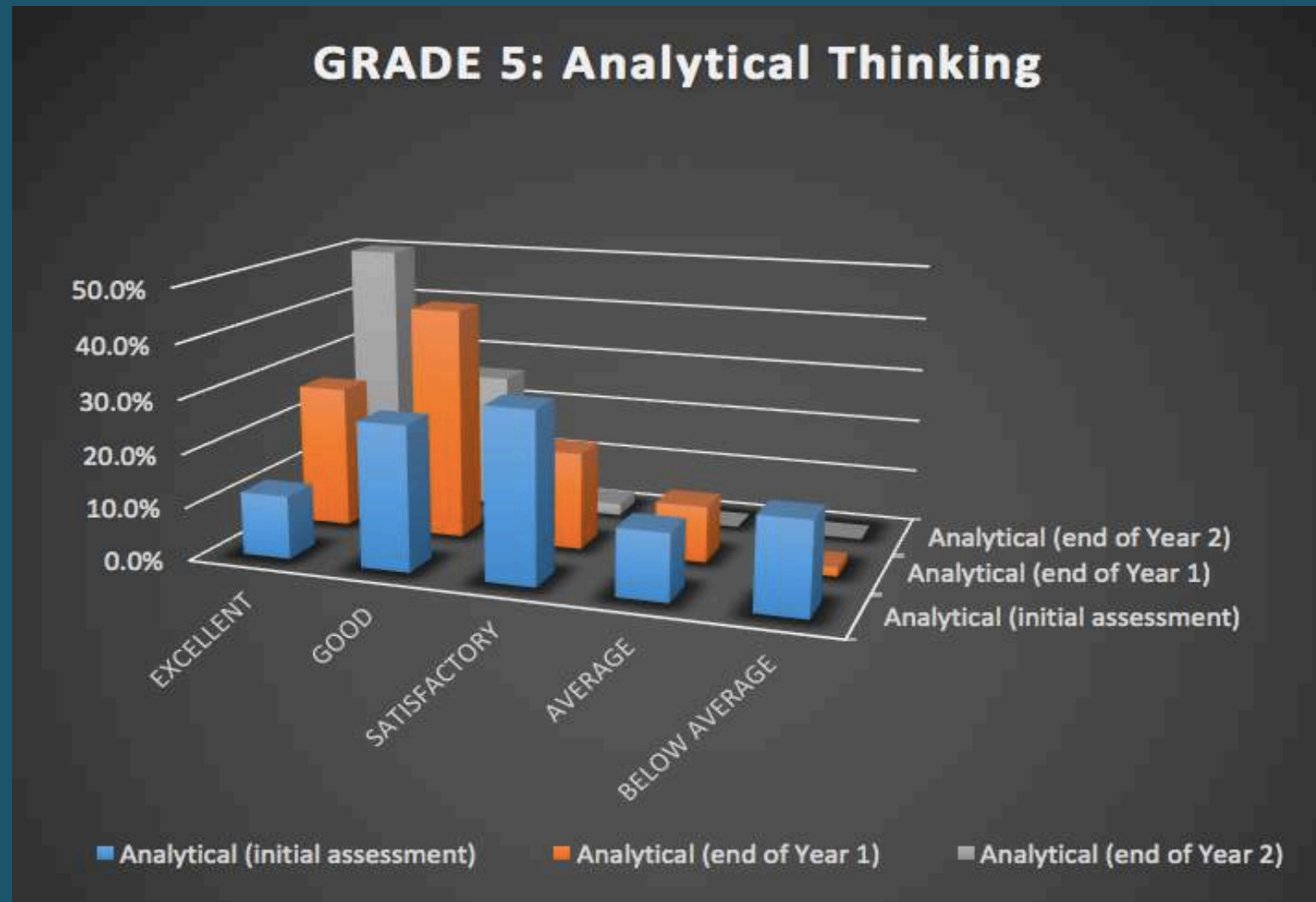
# Grade 5: Communication

## 4 Core Subject Areas Assessment



# Grade 5: Analytical Thinking

## 4 Core Subject Areas Assessment



# *Other Impacts: Students*

- Noticeable improvement in English pronunciation
- Significant boost in student confidence overall
- Children with disabilities (especially those with intellectual disabilities) & “slow learners” have often benefited the most
- Noticeable improvement in student articulation and speech in many students (especially non-verbal students)
- Students often become the teachers
- Increase in student leadership and interest / ability in managing the program themselves
- Teachers have reported a significant improvement in overall student behavior & enthusiasm
- Students have requested tablets be used in the teaching of all subjects

# *Other Impacts: Teachers*

- Hands-on learning is a welcome break from traditional teaching methods
- Teachers have reported a significant impact on the rate at which students turn in homework (*as this action is tied to a student's ability to participate in the e-learning class*)
- Increase in all participating teachers' own tech literacy, skills, and overall capacity
- Helpfulness of the Zaya Curate feature in creating model exams for students
- Despite initial resistance by some, the program has been a positive force in building a feeling of cohesiveness amongst teachers
- Major appreciation of program by Inclusive Education teachers
- Interest and visits by teachers from other schools (*one school even organized a 5-day workshop for 50 other local teachers*)

# *Other Impacts: Parents*

- Many have shown a willingness to invest / contribute financially to the program
- Many parents stay after school to observe their children and/or use the tabs themselves (especially for learning English)
- e-Learning Program cited as major or primary reason for enrolling new students at schools participating in the program
- Widespread parent appreciation for the program and investment in traditionally marginalized communities



# *Other Impacts: General*

- Sparked the introduction of “summer camps” for extended learning during school breaks (*at 4 of 6 Tamil Nadu schools*) for the first time in Year 1, and continuation into Year 2
- Appreciation & interest shown by many local government & education authorities
- Added community prestige & notoriety for participating schools
- Promotion of an inclusive learning environment, with a particularly strong impact on children with special needs
- Increased understanding of technology and the reality of living in our modern tech-fueled world)
- Recognition that technology can help bridge the gap in education for disadvantaged communities
- In the absence of books & other resources, technology enables greater access to information





 **VISIONS**  
global e-learning

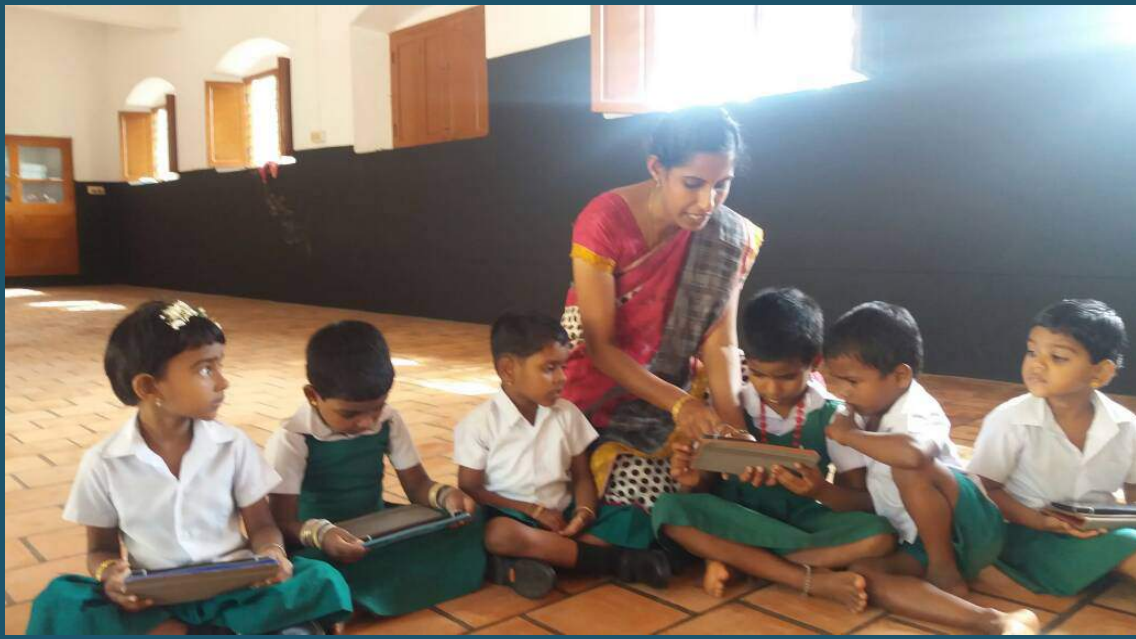
**India Mobile E-Learning Program**  
**4th Teacher Training**  
12 - 16 July, 2017  
Sacred Heart College, Shembagaia, Kanyakumari, Tamil Nadu, India  
in partnership with

















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